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Professional Development Planning Guide

Fiscal Year 2015/2016

To Be Submitted: 7/1/2015

DRAFT

CCR&Rs will utilize and analyze information gathered through needs assessments, CCR&R database information and other data to develop a comprehensive professional development plan which reflects the needs of child care providers within the local service delivery area. You will utilize this tool to guide you through the professional development plan process and to gather the necessary information to be documented, evaluated and used in the development of your plan and calendar.

Timeline

Use the chart below as a timeframe reference for deadlines for this professional development plan process:

Task	Complete Date	Responsibility	Notes
Email <i>Provider Needs Assessment Survey</i>	2/10	IACCRR	
Mail <i>Provider Needs Assessment Survey</i>	2/10	IACCRR	
Interview/assess Community Partners	4/10	CCR&R Agencies	Scheduled to begin 3/20
Licensing & Health Consultant survey & compile data	4/10	IACCRR	Scheduled to be emailed 3/20
Licensing & Health Consultant Survey follow up	4/15	CCR&R Agencies	
Provider Support Survey & compile data	4/10	IACCRR	Scheduled to emailed 3/20
Provider Support Survey follow up	4/15	IACCRR	
Provider hard copy blitz and fax to IACCRR. CCR&R takes hard copies to all trainings/visits in this 10 day period	3/23 - 4/10	CCR&R Agencies	
Blitz assessments faxed, scanned, mailed to IACCRR	4/10	CCR&R Agencies	
Deadline for providers to submit hard copy assessments to IACCRR	4/2	IACCRR	
SurveyMonkey analyses posted on Sharepoint	5/8	IACCRR/CCR&R	
Professional Development Plan Due to IACCRR	7/1	CCR&R Agencies	
Feedback and request of any revisions	7/17	IACCRR	
Resubmissions if applicable	7/31	CCR&R Agencies	
Approval	8/7	IACCRR	
Data import into TTAM	8/14	IACCRR	

Step-by-step Directions:

STEP 1: CCR&R will collaborate with IACCRR to develop & distribute the *2015 Provider Needs Assessment Survey* in order to gather and analyze information to be used in the development of the professional development plan and calendar.

The *2015 Provider Professional Development Needs Assessment Survey* (See page 4) will be emailed through SurveyMonkey to active providers on 2/10/15.

A cover letter and a copy of the *2015 Provider Professional Development Needs Assessment* will be mailed to all active providers on the agency database (NACCRRAware) who did not have email addresses on 2/10/15. This group includes: licensed homes, licensed centers, registered ministries, legally license exempt homes receiving CCDF Vouchers, other LLEP homes, and school age programs (non- regulated).

Between the dates of 3/23/15 and 4/10/15 a provider hard copy blitz will be conducted. During all contacts with providers, assessments will be completed by providers and collected by CCR&Rs. All blitz assessments should be faxed or scanned and emailed to IACCRR by 4/10/15.

Hard copy responses from providers will be sent to IACCRR by 4/2/15 by email, fax or mail. Providers in counties with low response rates will be contacted by IACCRR to complete a survey.

IACCRR/CCR&R will post results of all assessments on Sharepoint by 5/8/2015.

YOUR INFORMATION

County of Employment: _____

Type of Program: (Please check the one that best describes your program.)

- | | |
|--|---|
| <input type="radio"/> Licensed Child Care Center | <input type="radio"/> License-Exempt Family Child Care Home |
| <input type="radio"/> Licensed Family Child Care Home | <input type="radio"/> Head Start/Early Head Start |
| <input type="radio"/> Unlicensed Registered Child Care Ministry | <input type="radio"/> School-age Only Program |
| <input type="radio"/> Public School-based Preschool-only Program | <input type="radio"/> Private Preschool-only Program |
| <input type="radio"/> Other _____ | |

Your Position: (Please check one.)

- | | |
|---|--|
| <input type="radio"/> Program Director or Administrator | <input type="radio"/> Family Child Care Home Owner or Director |
| <input type="radio"/> Family Child Care Home Caregiver or Assistant | <input type="radio"/> Teacher or Assistant Teacher |
| <input type="radio"/> Other _____ | <input type="radio"/> Volunteer |

Paths to QUALITY™ Level ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ N/A

Using the following categories, with which ages does your business or organization work? (Mark all that apply.)

- | | | |
|--|--|---|
| <input type="radio"/> Infants/Toddlers (birth through age 2) | <input type="radio"/> Preschoolers (ages 3-5) | <input type="radio"/> Early Elementary (ages 6-8) |
| <input type="radio"/> Late Elementary (ages 9-12) | <input type="radio"/> Teenagers (age 13 and older) | <input type="radio"/> Other _____ |

PROFESSIONAL DEVELOPMENT TIMES AND DAYS

The best days/times for me are: (Please check ONLY one time per day. If any particular day is not a good day for you to attend training, just mark “Not a Good Day” and move to the next day on the list.)

- | | | | | | | |
|------------------|--------------------------------------|-------------------------------|-------------------------------|-----------------------------|---------------------------------|----------------------------------|
| Monday | <input type="radio"/> Not a Good Day | <input type="radio"/> Anytime | <input type="radio"/> Morning | <input type="radio"/> Lunch | <input type="radio"/> Afternoon | <input type="radio"/> After 6 PM |
| Tuesday | <input type="radio"/> Not a Good Day | <input type="radio"/> Anytime | <input type="radio"/> Morning | <input type="radio"/> Lunch | <input type="radio"/> Afternoon | <input type="radio"/> After 6 PM |
| Wednesday | <input type="radio"/> Not a Good Day | <input type="radio"/> Anytime | <input type="radio"/> Morning | <input type="radio"/> Lunch | <input type="radio"/> Afternoon | <input type="radio"/> After 6 PM |
| Thursday | <input type="radio"/> Not a Good Day | <input type="radio"/> Anytime | <input type="radio"/> Morning | <input type="radio"/> Lunch | <input type="radio"/> Afternoon | <input type="radio"/> After 6 PM |
| Friday | <input type="radio"/> Not a Good Day | <input type="radio"/> Anytime | <input type="radio"/> Morning | <input type="radio"/> Lunch | <input type="radio"/> Afternoon | <input type="radio"/> After 6 PM |
| Saturday | <input type="radio"/> Not a Good Day | <input type="radio"/> Anytime | <input type="radio"/> Morning | <input type="radio"/> Lunch | <input type="radio"/> Afternoon | <input type="radio"/> After 6 PM |

Sessions of the following length work best for me: (Please check ONLY one.)

- | | | | | | |
|--------------------------------|---------------------------------|-----------------------------------|-------------------------------|--------------------------------|--|
| <input type="radio"/> One Hour | <input type="radio"/> Two Hours | <input type="radio"/> Three Hours | <input type="radio"/> 1/2 Day | <input type="radio"/> Day Long | <input type="radio"/> Multi-day Series |
|--------------------------------|---------------------------------|-----------------------------------|-------------------------------|--------------------------------|--|

PROFESSIONAL DEVELOPMENT BACKGROUND, ACCESS, AND EXPERIENCE

1. I have daily access to a high-speed internet connection. ☐ Yes ☐ No
2. I have an email account that I regularly utilize (3 times or more weekly). ☐ Yes ☐ No
3. Rate how comfortable you are with using technology to meet your professional development needs, such as using computers for online learning experiences, using chat rooms, or downloading materials. Using technology, I am:
- ☐ Very Comfortable ☐ Comfortable ☐ Neutral ☐ Uncomfortable ☐ Very Uncomfortable
4. My highest educational attainment is:
- ☐ Some High School ☐ GED/High School Diploma ☐ Credential (i.e. CDA/IYD) ☐ Some College
☐ Associate's Degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate
5. My degree is in:
- ☐ Early Childhood/Child Development ☐ Elementary Education ☐ School-age/Youth Development
☐ N/A ☐ Other (fill in the blank) _____
6. I would like to get my Child Development Associate (CDA) Credential. ☐ Yes ☐ No
7. During the past year, I have received professional development from the following organizations, schools, or agencies: (Please select all that apply.)
- ☐ College/University ☐ Public School ☐ Local Child Care Resource & Referral
☐ Purdue Extension ☐ Workplace/In-Service ☐ Statewide Conference(s)
☐ CACFP Sponsor ☐ Head Start/Early Head Start ☐ Local Conference(s)
☐ Indiana Youth Institute ☐ American Red Cross ☐ N/A
☐ IACCRR Training Central (online/webinars) ☐ Other Online Training
8. Did your local Child Care Resource and Referral (CCR&R) offer trainings that met your training needs last year?
- ☐ N/A ☐ Yes ☐ No If no, please explain: _____
9. The following reasons have prevented me from attending a CCR&R training in the last year: (Please select all that apply)
- ☐ Location too far away ☐ Lack of awareness ☐ Training not required for me
☐ Inconvenient times ☐ Training topics are not relevant ☐ Transportation issues
☐ No child care for my own child ☐ Trainings cost too much ☐ I am enrolled in college courses
☐ No new topics offered ☐ Credits/CEUs not offered ☐ N/A
☐ No paid release time ☐ I am taking a CDA training course ☐ Other _____
10. The types of professional development that best meet my needs include: (Please select all that apply.)
- ☐ Large Group Training ☐ Self-Study (articles, correspondence courses)
☐ Small Group Workshops ☐ One-on-one professional development with a Coach or Specialist
☐ Peer Coaching ☐ Distance Education (webinars, online courses)
☐ College Courses ☐ Professional development with onsite follow-up

PROFESSIONAL DEVELOPMENT TOPICS –

Below is a list of possible professional development to be offered in your local area.

In each category, please tell us how likely you would be to attend a training on each topic listed.

Child/Youth Growth and Development	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Developmental Milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Influences on Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language/Literacy Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental Theory/Philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Safety and Nutrition	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Maltreatment (Abuse and Neglect)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Health and Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childhood Diseases/Immunizations/ Allergies/Medication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Aid/CPR/Universal Precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to Ensure Adequate Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor/Outdoor Safety Hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child/Youth Observation and Assessment to Meet Individual Needs	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Using Assessment to Plan and Implement Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment Tools/Techniques (ISTAR-KR or ASQ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Environment and Curriculum	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Children Making Choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Guidance/Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting Children's Emotional Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to Support Positive Social Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building Relationships with Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Daily Schedule/Routines/Transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Caregiving/Continuity of Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmentally Appropriate Content	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Gross and Fine Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmentally Appropriate Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor Play/Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Experiences Including Art/Music/Dramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Curricular Topics such as Math/Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with Mixed-age Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning and Implementing Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-age Best Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family and Community Partnership	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Communicating with Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Management and Administration	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Marketing Your Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Skills (Record Keeping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising - Including Grant Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labor Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and Implementing Effective Program Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a Board of Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Evaluation/Self-Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Parent Contracts/Handbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
CDA or Other Credential Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Others in the Field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Codes of Ethical Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary Certification Process for Ministries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialized Topics/Trainings	Very Likely	Somewhat Likely	Not Sure	Not Now	Unlikely
Obesity Prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant Feeding/Breastfeeding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-age/Youth Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant/Toddler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director/Administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive Child Care for Children with Special Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you marked one of the topics/trainings in this category, please provide more specific information:					

OPTIONAL INFORMATION					
Your name:					
Name of your program:					
Daytime phone:					
Email address:					
<input type="radio"/> We have an on-site Training Space Available <input type="radio"/> We are willing to host a training that is open to the public					
Additional Comments – Please tell us if there are specific training topics you would like to see offered that were not listed above. Also give us any other feedback related to training and your professional development needs.					
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>					

Thank you for taking the time to complete this survey. Your participation is appreciated.

Please return this completed form to:
Indiana Association for Child Care Resource and Referral
 3901 North Meridian St, Suite 200
 Indianapolis, IN 46208

Step 2: **Beginning 3/20/15** IACCRR will collect survey data (See page10) from OECOSL Consultants (licensing, ministry and health) using the *2015 Consultant Survey* instrument via Survey Monkey. It will be completed by 4/10/15.

Local CCR&R staff will contact the OECOSL Consultants in their counties, via phone or email, to clarify information or gather additional information that will identify additional county specific needs by 4/15/15.

Call or email the Consultant and thank them for their time and information and ask them to contact you if they see changes in needs in the coming months. If there are any points of clarification, please make sure the survey results reflect them. If they are a new consultant (you did not ask them these questions last year) then ask the following:

- Are they are accessing your training information?
- If not, how would they prefer to receive it - email or hard copy?
- Give brief explanation of how you are using their information, how this impacts the training plan
- Document any additional response to impact the plan

Name	Position	Date of Contact	Summary of response

2015 Consultant Survey

Please take a few moments to answer the following questions. Your input will help child care resource and referral plan **professional development opportunities for child care providers in this coming year.**

PARTICIPANT INFORMATION

Consultant for: ☐ Center/Ministry ☐ Home ☐ Health ☐ PES

Name: _____ Phone: _____

Email: _____

OBSERVED PROFESSIONAL DEVELOPMENT NEEDS

When I inspect or visit a program, I most often see violations (for Licensing/Ministry Consultants) or ineffective practices (for Health Consultants) surrounding (check up to 5):

- | | |
|--|--|
| <input type="radio"/> Handwashing | <input type="radio"/> Americans with Disabilities Act |
| <input type="radio"/> Health - Missing Forms | <input type="radio"/> Supervision |
| <input type="radio"/> Health - Inadequate Procedures | <input type="radio"/> Sanitation Practices |
| <input type="radio"/> CPS Reporting Procedures | <input type="radio"/> Diapering Procedures |
| <input type="radio"/> Guidance & Discipline | <input type="radio"/> Implementing Forms & Documentation |
| <input type="radio"/> Fire Safety - Procedures, Drills | <input type="radio"/> Drug Testing Complete |
| <input type="radio"/> Indoor Safety Hazards | <input type="radio"/> Criminal History Checks Complete |
| <input type="radio"/> Continuity of Care/Primary Care | <input type="radio"/> Inspection Checklist/Rules and Regulations |
| <input type="radio"/> Outdoor Safety Hazards | <input type="radio"/> Safe Sleeping Practices |
| <input type="radio"/> Inadequate Safety Procedures | <input type="radio"/> Managing Illness/Procedures |
| <input type="radio"/> Managing Biting | <input type="radio"/> Inclusive Practices |
| <input type="radio"/> Confidentiality | <input type="radio"/> Food Service |
| <input type="radio"/> Other _____ | |

PROFESSIONAL DEVELOPMENT TOPICS

I observe a need (not a violation) for caregivers/child care providers to attend professional development on the following topics to increase the level of quality of care:

1. Child/Youth Growth and Development

- | | |
|--|---|
| <input type="radio"/> Developmental Milestones | <input type="radio"/> Developmental Theory/Philosophy |
| <input type="radio"/> Cultural Influences on Development | <input type="radio"/> School Readiness |
| <input type="radio"/> Language/Literacy Development | |

2. Health, Safety and Nutrition

- | | |
|---|---|
| <input type="radio"/> Nutrition | <input type="radio"/> First Aid/CPR/Universal Precautions |
| <input type="radio"/> Child Maltreatment (Abuse and Neglect) | <input type="radio"/> Safety Policies and Procedures |
| <input type="radio"/> Basic Health and Safety | <input type="radio"/> Strategies to Ensure Adequate Supervision |
| <input type="radio"/> Childhood Diseases/Immunizations/
Allergies/Medication | <input type="radio"/> Indoor/Outdoor Safety Hazards |
| <input type="radio"/> Emergency Preparedness | |

3. Child/Youth Observation and Assessment to Meet Individual Needs

- | |
|---|
| <input type="radio"/> Using Assessment to Plan and Implement Curriculum |
|---|

- Assessment Tools/Techniques (ISTAR-KR or ASQ)
- Observation Techniques

4. Learning Environment and Curriculum

- Children Making Choices
- Positive Guidance/Discipline
- Supporting Children's Emotional Needs
- Strategies to Support Positive Social Behavior
- Building Relationships with Children
- Daily Schedule/Routines/Transitions
- Primary Caregiving/Continuity of Care

5. Developmentally Appropriate Content

- Gross and Fine Motor Skills
- Developmentally Appropriate Practice
- Outdoor Play/Equipment
- Creative Experiences Including Art/Music/Dramatic Play
- Other Curricular Topics such as Math/Science
- Working with Mixed-age Groups
- Planning and Implementing Curriculum
- School-age Best Practices

6. Family and Community Partnerships

- Communicating with Families
- Family Engagement
- Family Conferences
- Cultural Sensitivity
- Resources for Families

7. Management and Administration

- Marketing Your Business
- Organizational Skills (Record Keeping)
- Fundraising - Including Grant Writing
- Labor Laws
- Writing and Implementing Effective Program Policies and Procedures
- Communication Skills
- Strategic Planning
- Working with a Board of Directors
- Program Evaluation/Self-Assessment
- Hiring Practices
- Writing Parent Contracts/Handbooks

8. Professionalism

- CDA or Other Credential Process
- Program Accreditation
- Voluntary Certification Process for Ministries
- Professional Codes of Ethical Conduct
- Professional Development Planning
- Mentoring Others in the Field

9. Specialized Topics/Trainings

- Obesity Prevention
- Infant Feeding/Breastfeeding
- Inclusive Child Care for Children with Special Needs
- Infant/Toddler
- Director/Administrator
- School-age/Youth Development

If you marked one of the topics/trainings in this category (question #9), please provide more specific information:

Other: What other professional development opportunities not previously mentioned would you like to see available?

ADDITIONAL INFORMATION

1. What professional development opportunities do you currently conduct for child care providers/staff?
2. What new/different professional development opportunities could you conduct for child care providers/staff?
3. Are you willing to partner with us to offer professional development within our next calendar year?
4. Comments.....

Thank you for your time and assistance!

We value your input and appreciate your time in providing necessary information that is a component of the child care resource and referral professional development plan process.

Step 3:

Beginning 3/20/15 IACCRR will collect survey data from CCR&R Coaches, TCC Raters, CCR&R Technical Assistance Specialists and IAEYC Coaches utilizing the 2015 Provider Support Survey instrument (see page 14) via SurveyMonkey that will be completed by 4/10/15. A reminder e-mail will be sent 3/27/15 for those who have not yet responded.

IACCRR will contact, via phone or email by 4/15/2015, any TCC Raters and IAEYC Coaches who have not responded to the survey to inquire if they received the link and to encourage participation. Education Coordinators should assure 100% of their Coaches and CCR&R Technical Assistance Specialists have responded. IACCRR will send a report listing all staff who have not yet responded to Education Coordinators.

DRAFT

2015 Provider Support Survey

Please take a few moments to answer the following questions. Your input will help child care resource and referral plan professional development opportunities for child care providers in this coming year.

PARTICIPANT INFORMATION

I am a:

- ☐ Coach with IAEYC ☐ Coach with CCR&R ☐ Paths to QUALITY™ Rater ☐ Specialist

What counties do you serve? (drop down list)

Your name:

Employer:

Daytime phone:

Email address:

OBSERVED PROVIDER PROFESSIONAL DEVELOPMENT NEEDS

When I visit a program, I most often see ineffective practices surrounding:
(check up to 5)

- | | |
|---|--|
| <input type="radio"/> Handwashing | <input type="radio"/> Dual Language Learners |
| <input type="radio"/> Program/Business Practices | <input type="radio"/> Supervision |
| <input type="radio"/> Health Practices | <input type="radio"/> Sanitation Practices |
| <input type="radio"/> Safety Practices | <input type="radio"/> Diapering Practices |
| <input type="radio"/> Guidance & Discipline | <input type="radio"/> Implementing Forms & Documentation |
| <input type="radio"/> Indoor Safety Hazards | <input type="radio"/> Child/Staff Interaction |
| <input type="radio"/> Outdoor Safety Hazards | <input type="radio"/> Environment |
| <input type="radio"/> Safe Sleeping Practices | <input type="radio"/> Family Interactions |
| <input type="radio"/> Inclusive Practices | <input type="radio"/> Infant Feeding/Breastfeeding |
| <input type="radio"/> Primary Caregiving/Continuity of Care | <input type="radio"/> Other _____ |

PROFESSIONAL DEVELOPMENT TOPICS –

Below is a list of possible professional development to be offered in your local area. Please tell us which of these professional development experiences is most needed in your particular area.

1. Child/Youth Growth and Development

- | | |
|--|---|
| <input type="radio"/> Developmental Milestones | <input type="radio"/> Developmental Theory/Philosophy |
| <input type="radio"/> Cultural Influences on Development | <input type="radio"/> School Readiness |
| <input type="radio"/> Language/Literacy Development | |

2. Health, Safety and Nutrition

- | | |
|---|---|
| <input type="radio"/> Nutrition | <input type="radio"/> First Aid/CPR/Universal Precautions |
| <input type="radio"/> Child Maltreatment (Abuse and Neglect) | <input type="radio"/> Safety Policies and Procedures |
| <input type="radio"/> Basic Health and Safety | <input type="radio"/> Strategies to Ensure Adequate Supervision |
| <input type="radio"/> Childhood Diseases/Immunizations/
Allergies/Medication | <input type="radio"/> Indoor/Outdoor Safety Hazards |
| <input type="radio"/> Emergency Preparedness | |

3. Child/Youth Observation and Assessment to Meet Individual Needs

- ☐ Using Assessment to Plan and Implement Curriculum
- ☐ Assessment Tools/Techniques (ISTAR-KR or ASQ)
- ☐ Observation Techniques

4. Learning Environment and Curriculum

- Children Making Choices
- Positive Guidance/Discipline
- Supporting Children's Emotional Needs
- Strategies to Support Positive Social Behavior

- Building Relationships with Children
- Daily Schedule/Routines/Transitions
- Primary Caregiving/Continuity of Care

5. Developmentally Appropriate Content

- Gross and Fine Motor Skills
- Developmentally Appropriate Practice
- Outdoor Play/Equipment
- Creative Experiences Including Art/Music/Dramatic Play

- Other Curricular Topics such as Math/Science
- Working with Mixed-age Groups
- Planning and Implementing Curriculum
- School-age Best Practices

6. Family and Community Partnerships

- Communicating with Families
- Family Engagement
- Family Conferences

- Cultural Sensitivity
- Resources for Families

7. Management and Administration

- Marketing Your Business
- Organizational Skills (Record Keeping)
- Fundraising - Including Grant Writing
- Labor Laws
- Writing and Implementing Effective Program Policies and Procedures

- Communication Skills
- Strategic Planning
- Working with a Board of Directors
- Program Evaluation/Self-Assessment
- Hiring Practices
- Writing Parent Contracts/Handbooks

8. Professionalism

- CDA or Other Credential Process
- Program Accreditation
- Voluntary Certification Process for Ministries

- Professional Codes of Ethical Conduct
- Professional Development Planning
- Mentoring Others in the Field

9. Specialized Topics/Trainings

- Obesity Prevention
- Infant Feeding/Breastfeeding
- Inclusive Child Care for Children with Special Needs

- Infant/Toddler
- Director/Administrator
- School-age/Youth Development

If you marked one of the topics/trainings in this category (question #9), please give us some more specific information here:

Additional Comments – Please tell us if there are specific professional development topics you would like to see offered that were not listed above. Also give us any other feedback related to training and the providers' professional development needs.

Thank you for your time in completing this survey.

We value your input and appreciate your time in providing information that is a necessary component of the child care resource and referral professional development plan process.

Step 4:

Between 3/20/15 and 4/10/15, local CCR&R agencies will conduct interviews of community partners utilizing the *2015 Community Partners Survey* (See page 18) approved by IACCRR. The purpose of this survey is to gather information about perceived needs and information related to other trainings being offered in order to collaborate and avoid duplication. Education Coordinators can complete the survey themselves for community partners, if they know the answers to the questions. Community partner input is very important. CCR&R's should enter the results of these interviews into SurveyMonkey by 4/10/15.

CCR&R upload the SurveyMonkey Summary results from the *2015 Community Partners Survey* into Sharepoint by 5/8/15. Data will be analyzed by CCR&Rs to inform the plan.

CCR&Rs survey community partners and organizations that offer professional development opportunities to child care providers and other groups. Through phone, email, SurveyMonkey and informal face-to-face meetings, agencies should gather information utilizing the *2015 Community Partners Survey*. You may add rows to the table below as appropriate. All community partners should be contacted by phone before sending the SurveyMonkey link. When contacting organizations use the following as a guide and prepare to enter data directly into SurveyMonkey:

- Give brief explanation of development of a professional development plan for providers for the coming year
- Give brief explanation of how you are using their information and how this impacts the professional development plan.
- Ask them if they would like a hard copy to complete, the SurveyMonkey link sent to them, or if they would like you to document their responses on all questions on the survey
- Fill out known information ahead of time and just verify
- Are they accessing your professional development information?
- If not how would they prefer email or hard copy?

[illegible]

2015 Community Partners Survey

Please take a few moments to answer the following questions. Your input will help child care resource and referral (CCR&R) agencies plan professional development opportunities for child care providers this year.

ORGANIZATION INFORMATION

Organization Name: _____
Counties your organization serves: _____
Name of person completing survey: _____
Email Address: _____
Position/Title: _____

PRIMARY AUDIENCE

What Audience Do You Primarily Serve?

- | | | | |
|---|--|---------------------------------------|--------------------------------------|
| <input type="radio"/> Head Start/Early Head Start | <input type="radio"/> Child Care Providers | <input type="radio"/> Parents | <input type="radio"/> Foster Parents |
| <input type="radio"/> Early Childhood Special Ed | <input type="radio"/> Public School Staff | <input type="radio"/> Teachers | <input type="radio"/> First Steps |
| <input type="radio"/> School-age/Youth Workers | <input type="radio"/> Social Workers | <input type="radio"/> Varied Audience | |
| Other _____ | | | |

PROFESSIONAL DEVELOPMENT OFFERINGS

During the past year, we have offered the following opportunities or professional development topics: (Please check all that apply.)

- | | | |
|---|--|--|
| <input type="radio"/> CPR | <input type="radio"/> Preventing/Reporting Child Abuse | <input type="radio"/> Child Development |
| <input type="radio"/> Universal Precautions | <input type="radio"/> Nutrition | <input type="radio"/> Business Practices |
| <input type="radio"/> First Aid | <input type="radio"/> Safety | <input type="radio"/> GED |
| <input type="radio"/> CDA Credential | <input type="radio"/> Differing Abilities/Inclusion | <input type="radio"/> Grant Writing |
| <input type="radio"/> Infants and Toddlers | <input type="radio"/> Cultural Awareness | <input type="radio"/> School-age |
| <input type="radio"/> Other _____ | | |

- | | | |
|--|---------------------------|--------------------------|
| Does your organization offer CEUs for your professional development? | <input type="radio"/> Yes | <input type="radio"/> No |
| Does your organization offer college credits for your professional development? | <input type="radio"/> Yes | <input type="radio"/> No |
| Does your organization offer online professional development opportunities? | <input type="radio"/> Yes | <input type="radio"/> No |
| Are you or someone from your agency willing to be a guest speaker for our organization? | <input type="radio"/> Yes | <input type="radio"/> No |
| Do you charge a presenter's fee? | <input type="radio"/> Yes | <input type="radio"/> No |
| Are you or your agency willing to partner with us to offer professional development within our next calendar year? | <input type="radio"/> Yes | <input type="radio"/> No |
| Do you have training space that you would be willing to allow CCR&R to use? | <input type="radio"/> Yes | <input type="radio"/> No |

Thank you for taking the time to complete this survey. We value your input and appreciate your time in providing necessary information that is a component of the child care resource and referral professional development plan process.

Step 5: Local CCR&R staff will review Paths to QUALITY™ data from the past fiscal year (Oct 1, 2014 to current date) to determine areas of need. Examination will include trend data based on initial readiness checklist results, as well as rating results. IACCRR distributes *PTQ Participation Percentages Reports* to CCR&Rs each week. Review and analyze the data from October 1, 2014 to current date in order to inform your plan.

Paths to QUALITY enrollment data in CCIS should also be examined to determine geographic locations and frequency of Paths to QUALITY Introduction sessions. Data should be analyzed by CCR&Rs to inform the plan. Complete the questions below to assist you in analyzing the data.

Numbers of Paths to QUALITY Ratings

Level 1 to Level 2 *Current Pending* _____ *Total Completed* _____ *Successful* _____ *Unsuccessful* _____

Level 1 to 3 or 4 *Current Pending* _____ *Total Completed* _____ *Successful* _____ *Unsuccessful* _____

Level 2 to Level 3 *Current Pending* _____ *Total Completed* _____ *Successful* _____ *Unsuccessful* _____

What is the percentage of programs who currently have the Program Professional Development Planning Form on file? _____

List the 5 items most often missed on the initial readiness checklist

Homes

- 1.
- 2.
- 3.
- 4.
- 5.

Centers

- 1.
- 2.
- 3.
- 4.
- 5.

Ministries

- 1.
- 2.
- 3.
- 4.
- 5.

Step 6: The Professional Development Plan and all attachments should be submitted to IACCRR via upload to Sharepoint by close of business on 7/1/15.

Step 7: The Professional Development Plan should embed opportunities for the attainment and renewal of the Child Development Associate Credential (CDA). Complete **Attachment A-Child Development Associate Credential Renewal Training Strategies**, where you will describe the planned professional development opportunities that will assist a provider in completing 45 hours/4.5 CEU's toward the Child Development Associate Credential renewal and report other strategies.

Step 8: All professional development calendars should include outside partners to facilitate sessions that you host to diversify and expand the scope of the professional development opportunities offered by your agency.

Suggested partners may include: Indiana Department of Education, Indiana Department of Environmental Management, local libraries, hospitals, Departments of Health, School-age programs, YMCAs, etc.

Required partners: First Aid/CPR Providers, BCC Health Consultants, IAEYC

Please use the chart below to help plan your collaborating partners' professional development and submit with your professional development plan.

Collaborating Partners

[illegible]

Step 9: CCR&R will plan professional development that meets the needs of their CCR&R service area. Service Coordination Teams should be involved in this planning process. The *Planned Offerings for Fiscal Year 2015/2016* document **Attachment B** should be completed and the *Professional Development Plan Justification Narrative* **Attachment C** should be completed after the information has been analyzed.

Step 10: Agencies will post the following on Sharepoint no later than COB 7/1/2015:

Attachment A - *Child Development Associate Credential Renewal Training Strategies*

Attachment B – *Planned Offerings for Fiscal Year 2015/2016*

Attachment C - *2015/2016 Professional Development Plan Justification Narrative*

Step 11: IACCRR will review and approve or request modifications by 7/17/2015

Step 12: Resubmissions, if applicable, are due 7/31/2015.

Step 13: Final approval will occur by 8/7/2015.

Step 14: Data from Attachment B - *Planned Offerings for Fiscal year 2015/2016* will be imported into TTAM by IACCRR.

Attachments A, B, and C are located in separate files on Sharepoint for you to complete and upload.

Attachment A

Child Development Associate Credential Renewal Training Strategies

1. Please complete the following chart and describe the planned professional development opportunities that will assist providers in completing 45 hours/4.5 CEU's toward the CDA Renewal. You may have multiple paths. Your list of professional development offerings should not include funding your agency receives from the Non-formal CDA Project, if applicable.

Note: Once you complete Attachment B, you should be able to copy and paste the appropriate information from those columns directly into this chart.

CDA Renewal

Title of Professional Development Opportunity	Hours	TTAM CDA Content Area										Date/s
		01	02	03	04	05	06	07	08			

2. Describe any innovative methods of delivering CDA opportunities through your CCR&R.
3. Describe what methods that you will utilize to provide CDA technical support services to those seeking the credential or renewing it through your CCR&R.
4. Describe ways that you will market the multiple CDA opportunities available in your service delivery area.
5. Describe how you will provide wrap around services for providers who utilize Child Care Aware of America's online CDA training.

Attachment B - Planned Offerings for Fiscal Year 2015/2016

(Complete separate EXCEL spreadsheet posted in Sharepoint)

Background/Philosophy

CCR&Rs strive to:

- Provide professional development opportunities with the intent of positively impacting child outcomes
- Encourage continuous growth and development of all individuals caring for children and youth
- Encourage continuous quality improvement of all types of programs caring for children and youth
- Assist providers in responding to practical problems and issues
- Prepare individuals for current and future workplace opportunities

CCR&Rs believe all adult learners:

- Have a rich background of knowledge and experience and learn best when this experience is acknowledged and new information builds on their past knowledge and experience
- Are motivated to learn based on a combination of complex internal and external forces
- Have preferred and different ways of processing information
- Are not likely to willingly engage in learning unless the learning is meaningful to them
- Are pragmatic in their learning; they want to apply their learning to present situations
- Come to learning situations with their own personal goals and objectives, which may or may not be the same as those that underlie the learning situation
- Prefer to be actively involved in the learning process
- Should be supported to apply new knowledge, skills, and abilities in their work with children and youth
- Learn best when they do, reflect, review, and do again

All CCR&R agencies will utilize funds allocated for professional development opportunities to:

- Ensure all experience levels of provider have access to relevant professional development opportunities
- Ensure all types of provider have access to relevant and required professional development opportunities
- Ensure ample numbers of opportunities are available to assure professional development needs of providers can be met
- Employ marketing efforts to ensure professional development opportunities are successful
- Collaborate with community partners to ensure a wealth of opportunities is available
- Offer series professional developments as the norm; two hour, one time workshops should be kept to a minimum
- Submit professional development goal sheets for all new offerings
- Reduce the number of duplicate offerings

Requirements

Agencies must:

Overall	<ul style="list-style-type: none"> Assure that providers do not wait more than 30 days to access <i>Orientation II, Child Abuse and Neglect</i> or <i>Safe Sleep</i> training. OTII will be planned...(Sally will write this part after the changes to the QC plan process are complete...) Document the alignment of training content with <i>INPDN Core Knowledge and Core Competencies</i> in Attachment B. Offer a minimum of 240 hours of professional development opportunities, aligned with the CDA content areas. Your agency's plan must include 180 hours of unique training content, with a minimum of 240 training hours on your plan Offer at least 15 sessions that are combined training and technical assistance (blend) that demonstrate quality improvement. At least 5 must be different from those listed on the 2014/15 Professional Development Plan Offer a statewide entry level training module
General Topics	<ul style="list-style-type: none"> Offer <i>Introduction to FOUNDATIONS</i> at least once monthly (This can be met through topic-specific PD as outlined in the policy for <i>Introduction to FOUNDATIONS</i>) Offer <i>Child Abuse and Neglect Detection and Prevention</i> training at least once monthly Offer a minimum of 20 hours per year of Cradling Literacy or other literacy topic or literacy curriculum Include content from PCAN training modules in the proposed professional development plan Offer a minimum of 10 hours of curriculum development per year-<i>Getting to Know Young Children</i> will cover 6 hours of this requirement Offer sessions on Family Engagement at least 2 times annually Offer, at a minimum, 10 hours on school readiness topics, which can include expectations of community school systems, assessment, observing children's development, transition to school from child care Offer the <i>Getting to Know Young Children Series</i> at least 1 time annually Offer <i>Emergency Preparedness</i> at least 2 times annually Offer <i>I am Moving, I am Learning</i> at least 2 times annually Offer professional development on ISTAR-KR at least 2 times annually (this is suggested as a Training/TA Blend) Offer the following at least 1 time annually: <i>Preparing to Apply for the CDA Credential</i>, <i>Preparing to Renew the Child Development Associate Credential</i>, <i>Overview of T.E.A.C.H. and Overview of Accreditation</i> facilitated by IAEYC. (These trainings are best offered during a conference.)
BBCI	<ul style="list-style-type: none"> Quarterly, offer a minimum of 4 Safe Sleep trainings per SDA, reflecting various days of the week, times of the day, and geographic locations which will meet the needs of the provider population. Agencies that historically receive a high volume of safe sleep training requests should plan additional trainings Offer breastfeeding training at least 2 times annually Offer <i>Primary Caregiving and/or Continuity of Care</i> at least 2 times annually
IPICC	<ul style="list-style-type: none"> Offer one CSEFEL infant/toddler series -minimum of 9 hours and one preschool series - at least 12 hours (CLIMBS projects excluded)

	<ul style="list-style-type: none"> • Offer standardized disability awareness professional development 2 times annually • Offer or embed professional development offerings on implementing inclusive child care program policies, procedures, and practices (excluding standardized disability awareness) at least 2 times annually • Partner with an outside entity to provide disability-specific professional development at least 2 times annually • Offer or embed “adaptations/modifications” professional development at least 2 times annually • Offer <i>Introduction to Ages & Stages</i> at a minimum, quarterly (CLIMBS projects excluded)
School-age	<ul style="list-style-type: none"> • Offer a minimum of 4 professional development sessions specifically aimed to support providers caring for school-age children/youth. For those agencies that have School-age Specialists, the expectation is that this requirement will be exceeded

Suggested

These professional development offerings are suggested to be included in your plan	<ul style="list-style-type: none"> • <i>Marketing the Paths to QUALITY Advantage</i> • Indiana Department of Education Literacy Modules • Directors Management Training Series • Business Basics for Indiana Child Care Homes (Tom Copeland Series) • The 5-Star Environmental Recognition Program for Child Care Facilities • Eco-Healthy Child Care
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Resource Used: *Planning Programs for Adult Learners*, Second Edition, Rosemary S. Caffarella, Jossey-Bass Publishing, 2002.

Attachment C

2015/2016 Professional Development Plan Justification Narrative

CCR&R _____

Your Name: _____

1. What specific information from the *2015 Provider Professional Development Needs Assessment* did you use to inform the annual professional development plan?
2. What specific information from the Consultants Survey did you use to inform your plan?
3. What specific information from other community partners did you use to inform your plan?
4. What specific information from Raters, IAECY Coaches, CCR&R Technical Assistance Specialists and CCR&R Coaches did you use to inform your plan?
5. What percentage of respondents from the Provider Needs Assessment indicated the need for training on the weekend?
6. What percentage of professional development is offered on the weekend?
7. What percentage of respondents from the Provider Needs Assessment indicated the need for training in the evening after 6:00pm?
8. What percentage of professional development is offered in the evening after 6:00 p.m.?
9. Describe how you used county specific data in planning requested days and times in your communities.
10. List your options for Pre-service training here.
11. How will you use technology to make professional development opportunities available?
12. How does the professional development plan ensure opportunities and address all the diverse types of child care providers in communities you serve? Please provide specific examples that include seasoned providers vs. new providers; home child care provider vs. facility based etc...

Provider Type	Specific PD for this Type
New Providers	
Seasoned Providers	
Child Care Homes	
Center-Based	
Exempt/Unlicensed	

School-age Only	
Administrators/Directors	

13. How do you market your professional development sessions to increase participation?
14. How will you develop or continue to provide opportunities for all home providers and center and ministry directors to network?
15. Describe your methods of counseling providers toward career progression, particularly how you plan to use the CKC document.
16. How did you incorporate information gathered from the Program Professional Development Planning forms into your agency's professional development plan?
17. How do you plan to increase the usage of the Program Professional Development Planning form?
18. How do you ensure consistent and accurate delivery of required professional development, utilizing teaching methods consistent with sound adult learning practices? Name teaching practices here:
19. List your professional development opportunities that are eligible for CEUs.
20. What percentage of the professional development sessions on your calendar are more than 2 hours in length (not including *Orientation* and *Safe Sleep*)? Here you should not count sessions that are 2 hours, just those that are more than 2 hours.
21. What is the total number of professional development hours you have planned for 2015/2016 (not including *Orientation* or *Safe Sleep*)?
22. How many hours of unique professional development have you planned?
23. What percentage of your planned professional development hours (including those offered by partners) is offered by trainers at the following education levels (unduplicated count)?

Education Level of Trainer	Doctorate Level	Master's Degree Level	Bachelor Degree Level	Associate Degree Level	CDA Level
Percentage of professional development hours offered					

24. List the 15 trainings where you will provide a training and technical assistance (Training/TA) blend that demonstrates quality improvement. (At least 5 must be different from plan for FY 14/15)

Date	Title	Number of hours

Thank you for completing Attachment C!